

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF
STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS

2006-2007 SCHOOL YEAR

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0659. The time required to complete this information collection is estimated to average 60 hours per SEA, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Special Education Programs, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Authorization: P.L. 108-446, Section 618 (a)(3); 34 CFR §§300.640, 300.644, 300.645

Due Date: **February 1, 2008**

Sampling Allowed: No

Send Form to: Alexa Posny, Director
Office of Special Education Programs
Part B Data Reports
Program Support Services Group
Mail stop 2600
550 12th Street, SW
Washington, D.C. 20202
Attn: Cheryl Broady

General Instructions

1. For ALL students with IEPs, report their participation in and performance on state assessments. **This includes students with IEPs who were not enrolled for a full academic year and students with IEPs with limited English proficiency (LEP).**
2. Use the same assessments as for **AYP** reporting under NCLB.
 - Provide (in Sections C and F) the name of each assessment used.
3. Report students by (1) content area, (2) grade (3) assessment type, and (4) achievement level.

Content areas are the same as reported for NCLB: reading and math

Grade levels are the same as reported for NCLB:

- For reading and math, grades 3, 4, 5, 6, 7, and 8, plus one during high school (identify the high school grade).
- Decision rules used to assign a grade level are the same for purposes as NCLB reporting.

Achievement levels are the same levels that States use for reporting under NCLB.

- Provide (in Sections C and F) the name of each achievement level.
- Indicate (in Sections C and F) the lowest achievement level considered proficient under NCLB.

4. No sampling is permitted for this data collection.

Selected Definitions (See OSEP Data Dictionary for Additional Definitions)

Alternate assessment – A way to measure the performance of students who are unable to participate in general large-scale assessments even with accommodations. The student's IEP team makes the determination of whether a student is able to take the regular assessment.

Assessment type – Types of assessments are: regular; alternate scored against grade level achievement standards; and alternate scored against alternate achievement standards.

Exempted Students - In States where parental exemptions are permitted for all students, parents of students with disabilities can determine that their child will not participate in either the regular or alternate State assessment. These are exempted students.

Grade level – The grade (K-12) assigned to the student by the school system in which the student is enrolled.

Invalid Results – Assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is deemed by the State to be incomparable to scores received by students who took the assessment without these changes.**

LEP students – In coordination with the State's definition based on Title 9 of ESEA, Limited English Proficient students are students:

(A) who are aged 3 through 21;

(B) who are enrolled or preparing to enroll in an elementary school or a secondary school;

(C) (Who is i, ii, or iii)

(i) who were not born in the United States or whose native languages are languages other than English;

(ii) (Who is I and II)

(I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and

- (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
- (iii) who are migratory, whose native language are languages other than English, and who come from an environment where languages other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (*who is denied i or ii or iii*)
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Guidance - To be classified as limited English proficient, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied i or ii or iii.

NCLB 1% cap - NCLB limit (1%) on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** in AYP calculations.

Non-Participants – Students with IEPs who did not take an assessment or who did not obtain a **valid** score.

Out of grade level –An assessment taken at a grade level below which the student is currently enrolled. **Students who are tested out of level are, for the purpose of this report, considered to be non-participants because out of grade level tests do not result in a valid score**

Participants – Students with IEPs who took the assessment and obtained a **valid** score.

Regular Assessment on grade level achievement standards– An assessment designed to measure the student's knowledge and skills in a particular subject matter on achievement standards appropriate to his/her grade level.

Students with IEPs – Students served under IDEA.

Valid Assessment - An assessment that **is a result of valid administration and** produces scores that can be reported, aggregated, and included in accountability indices (see invalid results).

Valid score – The score that results from a valid assessment. The score can be reported, aggregated, and included in accountability indices (see valid assessment and invalid results).

Specific Instructions, Sections A (Math) and D (Reading): Enrollment

In Sections A and D, report enrollment information by grade level of the assessment.

In column 1, report the number of *students with IEPs* who were enrolled in the grade at a date as close as possible to the testing date (please record this date at the top of the table in the space provided). **This count should include students who were enrolled for a full academic year as well as students who were not enrolled for a full academic year. This count should also include all LEP students with IEPs as well as non LEP students with IEPs.**

In column 2, report the total number of students who were enrolled in the grade at a date as close as possible to the testing date. This count includes students with IEPs and students without IEPs.

In the final row of the table, specify what high school grade the enrollment is for. The grade specified must be greater than 8 and less than or equal to 12.

Specific Instructions, Sections B (Math) and E (Reading): Participation

In Sections B and E, participation information is reported by grade for the assessment.

In the final row, specify what high school grade the participation information is for. The grade specified must be greater than 8 and less than or equal to 12.

In column 3, for each grade level, report the number of students with IEPs who took the *regular assessment on grade level achievement standards*. Do NOT include students who took an out-of-level assessment or students who took an alternate assessment.

In column 3A, for each grade level, report the subset of students with IEPs who took a regular assessment on grade level achievement standards with accommodations. This is a subset of column 3.

In column 3B, for each grade level, report those LEP students with IEPs who, at the time of the reading assessment, had been in the United States for less than 12 months and took the English proficiency test in place of the regular reading assessment. Column 3B is a subset of column 3. Column 3B applies only to Section E (Reading).

In column 3C, for each grade level, report the subset of students with IEPs who took a regular assessment on grade level achievement standards whose assessment results were invalid (e.g., did not complete enough items, **had invalid score sheets, had changes to testing materials or procedures that resulted in a score that was not comparable to the scores of students who took the assessment without these changes**). See the definition of *invalid results* above. Column 3C is also a subset of column 3.

In column 4, for each grade level, report the number of students with IEPs who took an *alternate assessment*. Do NOT include students who took an out-of-level test. When reporting students who took an alternate assessment that is for more than one grade level (e.g., grades 3 through 5), assign a single grade level to the assessment. Use the same decision rules as used to assign a grade level to alternate assessments for the purpose of NCLB reporting.

In column 4A, for each grade level, report the subset of students who took an alternate assessment that was scored against grade level standards. This is a subset of column 4.

In column 4B, for each grade level, report the subset of students who took an alternate assessment that was scored against alternate achievement standards. This is a subset of column 4.

LOGIC CHECK: The sum of columns 4A and 4B must equal column 4. That is, all students who took an alternate assessment either took an alternate assessment scored against grade level standards, or an alternate assessment score against alternate achievement standards.

In column **4C**, for each grade level, report the subset of students with IEPs who took an alternate assessment scored against alternate achievement standards, but whose score was counted in the lowest achievement level because of the NCLB 1% cap. See the definition of *NCLB 1% cap* above. This is a subset of column **4B**.

NOTE: If in 2006-07 your state had an approved exception to the 1% cap, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

In column **4D**, for each grade level, report the subset of students with IEPs who took an alternate assessment whose alternate assessment results were invalid (e.g., did not complete enough items, tasks, or entries, had invalid score sheets, **had changes to testing materials or procedures that resulted in a score that was not comparable to the scores of students who took the assessment without these changes**). See the definition of *invalid results* above. This is a subset of column **4**.

In column 5, for each grade level, report the number of students with IEPs who took an out of level test.

In column 6, for each grade level, report the number of students with IEPs who did not take any assessment due to a parental exemption.

In column 7, for each grade level, report the number of students with IEPs who did not take any assessment because they were absent.

In column 8, for each grade level, report the number of students with IEPs who did not take any assessment for some other reason (e.g., exemptions due to medical emergency or those expelled or suspended). If any students were exempted for other reasons, report the number of students exempted by grade and reason.

LOGIC CHECK: For each grade level, the sum of the numbers reported in columns 3 (students who took a regular assessment on grade level achievement standards), 4 (students who took an alternate assessment), 5 (students who took an out of level assessment), 6 (parental exemptions), 7 (absent), and 8 (exempt for other reasons) should equal the number of students with IEPs reported in column 1. That is,

Column 1 = column 3 + column 4 + column 5 + column 6 + column 7 + column 8

Note that columns 3A, 3B, 3C, 4A, 4B, 4C, 4D are NOT added separately into this total.

If, because the date of the enrollment count is different from the test date, the number reported in column 1 is legitimately greater than or less than the sum of columns 3, 4, 5, 6, 7, and 8, provide an explanation for this discrepancy.

Specific Instructions, Sections C (Math) and F (Reading): Performance

In Sections C and F, report achievement information by grade for each assessment type. In these sections, only students with IEPs who took a valid assessment and obtained a valid score are reported by achievement level. Students whose participation was reported in Sections B and E columns 3C, **4D**, **5**, **6**, **7**, and **8** should NOT be reported in this section.

For each row of the table (grade), enter the name of the assessment. This should be the same assessment used under NCLB. For each column (achievement level), enter the name of the achievement level. You must also identify the name of the lowest achievement level considered proficient for purposes of NCLB. Enter this information in the space provided below the table.

Achievement levels must be entered from lowest to highest. In the first (left most) achievement column, enter the counts of students scoring in the lowest achievement level. In the second achievement column, enter the counts of students scoring in the next lowest achievement level. **Continue entering achievement level data in each successive column until the highest achievement level is reached. Do not leave blank columns between achievement levels.** If your State uses fewer than 9 achievement levels, leave blank **only** those achievement columns to the right of your highest achievement level.

In the final row of the table, specify what high school grade the achievement information is for. The grade specified must be greater than 8 and less than or equal to 12.

In column 9A, for each grade level, report the number students with IEPs who took a regular assessment on grade level achievement standards and obtained a **valid** score. Report these students according to the State achievement level they attained. States must indicate the lowest achievement level considered proficient under NCLB.

- Do NOT include LEP students who, at the time of the reading assessment, were in the United States for less than 12 months and took the English proficiency test in place of the regular reading assessment. These students (reported in column 3B) are NOT to be given an achievement level.
- Do NOT include students whose regular assessment results were invalid (e.g., did not complete enough items, had invalid score sheets, **had changes to testing materials or procedures that resulted in a score that was not comparable to the scores of students who took the assessment without these changes**); these students (reported in column 3C) are NOT to be given an achievement level.
- Do NOT include students who took out of level tests (**reported in column 5**).

LOGIC CHECK: For each grade, the total number of students reported by State achievement level on the regular assessment (row total for 9A) must be equal to the number of students who took a regular assessment at grade level (column 3) **minus the LEP students who took an English proficiency test in place of the regular reading assessment (column 3B)** minus the students whose regular assessment results were invalid (column 3C). That is:

9A achievement level A + level B + level C + ... level X = column 3 – **column 3B** – column 3C

In column 9B, for each grade level, report the number of students with IEPs who took an alternate assessment that was scored against grade level standards and obtained a **valid** score. Report these students according to the State achievement level they attained. States must indicate the lowest achievement level considered proficient under NCLB.

- Do NOT include students whose alternate assessment results were invalid (e.g., did not complete enough items, had invalid score sheets, **had changes to testing materials or procedures that resulted in a score that was not comparable to the scores of students who took the**

assessment without these changes). Do NOT give these students (column **4D**) an achievement level.

- Do NOT include students whose alternate assessment was scored against alternate achievement standards (column **4B**). Performance data for those students are reported in column 9C (alternate assessment scored against alternate standards).
- Do NOT include students who took out-of-level tests (**column 5**).

LOGIC CHECK: For each grade, the total number of students reported by State achievement level on the alternate assessment scored against grade level standards (row total for 9B) must be equal to the number of students who took an alternate assessment scored against grade level standards (column 5A) minus the students whose alternate assessment scored against grade level standards was invalid (some portion of column **4D**). That is:

$$9B \text{ achievement level A} + \text{level B} + \text{level C} \dots + \text{level X} = \text{column 4A} - \text{column 4D}^1$$

¹Include only those students reported in **4D** whose alternate assessment was scored against grade level standards.

In column 9C, for each grade level, report the number of students with IEPs who took an alternate assessment that was scored against alternate standards and obtained a **valid** score. Report these students according to the State achievement level they attained. States must indicate the lowest achievement level considered proficient under NCLB.

- Include students whose assessment was scored against alternate achievement standards, but whose **proficient** score was counted as **not proficient** because of the NCLB 1% cap. These scores are to be reported in the lowest (not proficient) achievement level.
- Do NOT include students whose alternate assessment results were invalid (e.g., did not complete enough items, had invalid score sheets, **had changes to testing materials or procedures that resulted in a score that was not comparable to the scores of students who took the assessment without these changes**). Do NOT give these students (column **4D**) an achievement level.
- Do NOT include students whose alternate assessment was scored against grade level achievement standards (column **4A**). Performance data for those students are reported in column 9B (alternate assessment scored against grade level standards).
- Do NOT include students who took out-of-level tests (**column 5**).

LOGIC CHECK: For each grade, the total number of students reported by achievement level on the alternate assessment scored against alternate achievement standards (row total for 9C) must be equal to the number of students who took an alternate assessment scored against alternate achievement standards (column **4B**) minus the students whose alternate assessment scored against alternate standards was invalid (some portion of column **4D**). That is:

$$9C \text{ achievement level A} + \text{level B} + \text{level C} \dots + \text{level X} = \text{column 4B} - \text{column 4D}^1$$

¹Include only those students reported in **4D** whose alternate assessment was scored against alternate achievement standards.

NOTE: DO NOT REPORT DATA ON PAGES 8 AND 16. THESE PAGES WILL BE CALCULATED BASED ON THE COUNTS REPORTED ON PREVIOUS PAGES. THESE PAGES ARE INCLUDED TO PROVIDE STATES WITH LOGIC CHECKS ON THEIR DATA.

ADDITIONAL LOGIC CHECKS:

For each grade, the total calculated for column 11 should equal the number of students with IEPs who were enrolled in the grade (column 1). If column 11 does not equal column 1, the State must provide an explanation for the difference.

In addition, for each grade, the total calculated for column 11 should equal the sum of the numbers reported in columns 3 (students who took a regular assessment on grade level achievement standards), 4 (students who took an alternate assessment), 5 (students who took an out of level assessment), 6 (parental exemptions), 7 (absent), and 8 (exempt for other reasons).

That is,

Column 1 = Column 11 = Column 3 + Column 4 + Column 5 + Column 6 + Column 7 + Column 8

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-07

STATE: _____

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

DATE OF ENROLLMENT COUNT: _____

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4		
5		
6		
7		
8		
HIGH SCHOOL (SPECIFY GRADE: _____)		

¹ At a date as close as possible to the testing date.

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B) ¹	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3				
4				
5				
6				
7				
8				
HIGH SCHOOL (SPECIFY GRADE: _____)				

¹ This column is gray because it does not apply to the math assessment. Do not enter data in this column.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB 1% CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)
3					
4					
5					
6					
7					
8					
HIGH SCHOOL (SPECIFY GRADE: _____)					

¹ NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations. If in 2006-07 your state had an approved exception to the 1% cap, as indicated in Section A, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB			
	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ¹ (8)
3				
4				
5				
6				
7				
8				
HIGH SCHOOL (SPECIFY GRADE: _____)				

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

STATE: _____

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL ¹
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in column 3C.

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ¹
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 9B is to equal the number reported in column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement standards.

STATE: _____

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL ²
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap.

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

STATE: _____

SECTION C. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

	TOTAL REPORTED FOR COLUMN 9A (FROM PAGE 5) ¹	TOTAL REPORTED FOR COLUMN 9B (FROM PAGE 6) ¹	TOTAL REPORTED FOR COLUMN 9C (FROM PAGE 7) ¹	NO VALID SCORE ^{1,2} (10)	TOTAL ^{1,3} (11)
GRADE LEVEL					
3					
4					
5					
6					
7					
8					
HIGH SCHOOL (SPECIFY GRADE: _____)					

¹STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

DATE OF ENROLLMENT COUNT: _____

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4		
5		
6		
7		
8		
HIGH SCHOOL (SPECIFY GRADE: _____)		

¹At a date as close as possible to the testing date.

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3				
4				
5				
6				
7				
8				
HIGH SCHOOL (SPECIFY GRADE: _____)				

¹ Report those LEP students who, at the time of the reading assessment, were in the United States for less than 12 months and took the English proficiency test in place of the regular reading assessment.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB 1% CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)
3					
4					
5					
6					
7					
8					
HIGH SCHOOL (SPECIFY GRADE: _____)					

¹ NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB			
	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ¹ (8)
3				
4				
5				
6				
7				
8				
HIGH SCHOOL (SPECIFY GRADE: _____)				

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL ¹
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in column 3C.

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ¹
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 9B is to equal the number reported in column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement standards.

STATE: _____

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL ²
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

STATE: _____

SECTION F. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

	TOTAL REPORTED FOR COLUMN 9A (FROM PAGE 13) ¹	TOTAL REPORTED FOR COLUMN 9B (ON PAGE 14) ¹	TOTAL REPORTED FOR COLUMN 9C (ON PAGE 15) ¹	NO VALID SCORE ² (10)	TOTAL ³ (11)
GRADE LEVEL					
3					
4					
5					
6					
7					
8					
HIGH SCHOOL (SPECIFY GRADE: _____)					

¹ STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.